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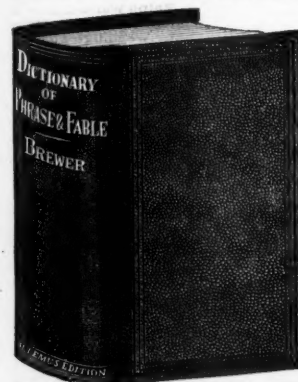
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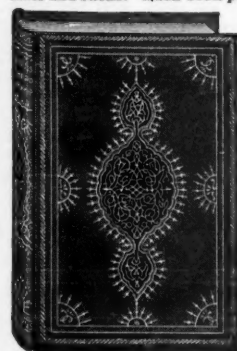
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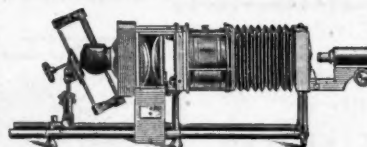
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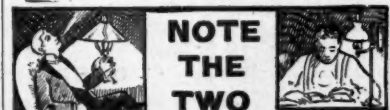
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THE TEACHING OF POETIC MASTERPIECES.

BY EDWIN A. GREENLAW, A. M.

No work of the teacher of English is more difficult or more important than the teaching of poetry. Mere scholarship will not insure effective work in teaching a poetic masterpiece, or scientific method, or large acquaintance with the "edition with notes." No work of the teacher calls for higher powers of mind and heart, or better tests all the skill in pedagogy which he possesses. The lesson in literature must not be an excuse for training in inflection alone, or in "elocution;" it must not degenerate into an exercise in translating poetic into prose expression; and it must beware of a sickly sentimentality which will serve only to repel healthy minds from study.

Modern interest in scientific education has affected even the study of literature. Teachers have small patience with a subject which does not bend itself readily to scientific methods; and the development of the imagination and the appeal to the deeper elements of life too often give way to bold intellectualism. It is perfectly right that the biologist should examine and classify the insects, but no one will claim that the beauty of the butterfly is best appreciated by him who tears to pieces the delicate organism. The poem offers good opportunities for philological study, for reference to parallel passages, and for hunting to the death every stray allusion; but such investigation useful as it may be in itself, can not be considered a true statement of the objects of literary study.

On the other hand, the lesson in poetry may easily become what the historian Freeman contemptuously styles "chatter about Shelley." That is, it may be mere sentimental maunderings about "perfectly beautiful" expressions, and "an indescribable bloom." There is no real comprehension of the author's message, and no depth of true

feeling. Small wonder is it that so many boys are driven to read detective stories and cheap novels, when good literature is made so distasteful to them in the school.

Another common method of study is that by which a combination of literary criticism and biography is offered to the pupil. The student who is fed this sort of diet discourses learnedly of Macauley's love of paradox and of Milton's familiarity with the Scriptures, of Browning's optimism and Poe's despairing gloom, but he knows nothing of these authors by study at first hand. Lowell describes such a student very well when he says:

"'Twould be endless to tell you the things that he knew, Each a separate fact, undeniably true, But with him or each other they'd nothing to do;— No power of combining, arranging, discerning, Digested the masses he learned into learning."

There is no more value in the study of a manual of literary criticism and biography, as far as the study of literature is concerned, than in the study of a text book upon chemistry without experiments in the chemical laboratory. It is one thing to study about literature; quite a different thing is it to study literature.

TWO ELEMENTS ARE INVOLVED.

In the study of a great poem, two elements are involved. The student must first gain an intellectual comprehension of the masterpiece. That is, he must know the subject and the plan of development; he must know the meanings of the words; he must trace the important allusions, and must know something of the mechanical part of the composition, the metre and rhyme. Having thus prepared himself for the true study of the poem, he must arrive at a spiritual appreciation of it. "Poetry," says Emerson, "is the only verity." Says Wordsworth, "Poetry is the breath and finer spirit of all knowledge." And Mrs. Browning adds her testimony in the words, "Poets are the only truth tellers."

The great poem is the expression of spiritual truth. It is not the mere statement of fact, as in the case of science or history, but is the result of the poet's insight into the unseen realities, which are at the base of the universe. Again, poetry is a "breath and finer spirit,"—it therefore is the expression of beauty. In other words, the teacher of poetry must see that to his pupils ultimate truth and ultimate beauty stand revealed.

In comparison with this, mere intellectual comprehension of a poetic masterpiece pales into insignificance.

Knowledge is necessary in order to final understanding; but the chief test is the effect which the poem has upon the imagination and the emotions. The teacher accomplishes vastly more for his pupil by causing that pupil to thrill over a single short passage and to make it a part of his inner life, than by cramming him with dozens of pages of dry criticism and barren biographical detail.

TEACHING POETRY IS AN ART.

The teaching of poetry is an art which it were vain to attempt to reduce to fixed laws. The personality of the teacher has everything to do with it; for if he have culture, broad sympathies, enthusiasm, a passion for high ideals, and aptness to teach, he will have no need to study methods by which his work may be rendered mechanical. Every teacher must, however, have in mind certain ideals, if he would do successful work. Some of these elements may now be mentioned.

In the first place, the teacher must seek to develop the imagination. Of late years this faculty has fallen somewhat into disrepute. We pride ourselves upon our "practical" age; only those studies are wanted in school which are "practical;" and too frequently practical, in this connection, means simply that which may be used in earning money directly after leaving school. But the fact nevertheless remains, that the imagination is mainly instrumental in bringing to light new discoveries, in perfecting inventions, in building up great business enterprises, in determining the policy of a government. Without the solaces of imagination in times of depression and defeat, we should be poor indeed. In our anxiety for tangible results, results that may be tabulated and appraised, we are impatient with so vague a business as training the imagination; but unless we are criminally neglectful of our office we shall not fail to use every possible means for developing that faculty by which more than in any other way men are lifted above the narrow, sordid views of every-day business life.

For this work, poetry supplies abundant material. Pupils should be required to note and to analyze rhetorical figures, not only classifying them, but determining as to the worth of the figure in the sense in which it is used. Again, descriptions should be carefully analyzed and the pupil led to form mental pictures of what he reads. The teacher must be sure that the impression made upon the student is not merely that of a succession of words, but that as he reads, his mind is peopled with visions from the past and pictures of landscapes more beautiful than those which meet his eye in the neighborhood of his school.

ATTENTION TO DICTATION.

Again, the most particular attention must be paid to the dictation of poetry, especially when considering such an author as Tennyson, past master in the magic which dwells within a word. There are few poems which are so perfectly adapted to become instruments of literary culture as the "Princess." In the hands of a thoroughly equipped teacher, a class of third or fourth year high school pupils will find a new and wonderful world of imagination and beauty opening before them. The poem should be dwelt on line by line, almost word by word, so that it will yield its full quota of beauty and culture. Pupils may be required to point out the words they like best, or which tell them most, in the passage read. Each pupil should be required to read

before the class, in order that the teacher may make sure of his grasp of the poem, and that he may the better appreciate the music of the verse. The poetic phrases, the bits of vivid description, the words which by their sound suggest the sense, all these should receive due attention. When the teacher has caused his students to feel the difference between such phrases as "black dog" and "vast death," he has done much toward smoothing the way to literary appreciation. It is said that Keats shouted with delight when, in reading Spenser, he came upon the phrase, "sea-shouldering whales." The picture suggested by the single phrase was more vivid than the finest painting.

Another point which requires attention in the teaching of poetry is the metre. The pupil should be taught the principles of scansion and should be required to scan certain passages in each poem studied. Metre is to poetry what time is to music. It is no more possible to read a poem understandingly without feeling the pulsation of the metrical accents than to perform with intelligence a selection upon the piano without knowing the time in which the composition is written. Variations in metre, by which the poet calls attention to some change of thought or emphasizes some statement, should be noted.

COMMIT TO MEMORY.

Again, pupils should be required to memorize fine passages. The teacher should of course call attention to the most beautiful stanzas or lines, and should question pupils as to their appreciation. After this has been done, pupils should be encouraged to select for memorizing passages which appeal particularly to them. Few things are in after life so valuable as the verses and passages from masters of expression which come back to mind. It is infinitely better to be haunted by a noble sentiment or some high thought, than to possess the most exact knowledge of the root infinitive or of the state of politics in England in 1826.

It is in teaching poetic masterpieces that the teacher has the best opportunity for influencing his pupils to gain that hunger for noble things which is characteristic of high minds. The study of a poem like Lowell's "Present Crisis" or "Sir Launfal," or his "Commemoration Ode" will do much to drive out selfishness, and low aims, and false ideals of success, and to lead the future citizen to highly resolve to dedicate his life to service and to true patriotism. Thus it is that the "practical" value of the study of poetry becomes apparent, and is seen to be secondary only to its culture value.

Northwestern University, Evanston, Ill.

Small service is true service while it lasts,
The daisy, by the shadow that it casts,
Protects the lingering dewdrops from the sun.

—Wordsworth.

According to the security you offer to her, Fortune makes her loans easy or ruinous.—Bulwer-Lytton.

The worst of our enemies are those which we carry about in our own hearts.—Tholuck.

Let not any one say that he cannot govern his passions.—Locke.

THE BETTER WAY.

BY J. P. MCCASKEY.

This is a world in which suffering and sorrow and death are everywhere, and we need to dream glorious dreams, to cherish the ideals of the evangelist, the poet, the seer, for these gladden hope and sweeten life, and lift us on to better things. And we should begin early, hold to the work patiently, and stop only at the end. We don't want to know so much of some things that occupy the school day; and we don't want to know it so badly literal. Better the glamor of the old-time fable. It is better sometimes to get into one's heart the spirit of the poet Wordsworth:

The world is too much with us: late and soon,

Spending and getting, we lay waste our powers:

Little we see in Nature that is ours;

We've given our hearts away, a sordid boon!

The sea that bares her bosom to the moon;

The winds that will be howling at all hours,

And are up-gathered now like sleeping flowers,

For this, for everything, we're out of tune;

It moves us not—Great God! I'd rather be

A Pagan suckled in a creed outworn,

So might I, standing on this pleasant lea,

Have glimpses that would make me less forlorn;

Have sight of Proteus rising from the sea,

Or hear old Triton blow his wreathed horn.

Oh, that we had little books and big teachers! few pages and much matter! thought from eye to eye and pulse from heart to heart! Do you know strong things and can you put them hot from your heart to theirs, as your pupils are before or around you? Did you ever burn a watch-spring in oxygen, see the brilliant sparks fly, and find presently that some of this molten steel as it scattered in a shower of sparks was embedded deep in the cold glass of the vessel itself? It was white hot as it flew, burned into what it fell upon, and was embedded there to stay. Some one says we read the little books so much that we lose taste and power for the great books. So here. As teachers we are so much with little parsing and spelling and arithmetic and reading, that we become dwarfed and do not grow to the grand proportions of worthy manhood. And our pupils grow more or less like unto ourselves.

A lady, Henrietta S. Nahmer, who knew him very well as an old man, in an article upon "Our Poet of Nature as I Remember Him," says: "Not far from the birthplace of Bryant, which is marked by a plain monolith in granite, and on the same ridge where the Bryant homestead commands a view of the Hampshire hills for miles, there stood in the fifties a little red school house so completely hidden in the forest that the stranger could not know of its existence until close upon it. Here was the typical New England school of that date, and while as yet no modern methods had crept in to disturb the somewhat dull serenity of teacher and pupil, there was once a day at least a detour into the by-ways where one might associate with the great ones of literature, and in the daily reading of the selections from the English classics was begun that education which Matthew Arnold defines as the highest culture, 'the knowledge of the best that has been said and thought in all ages.'

Instead of the common places by which so many children of to day are nourished, the youth of that time were spelling out lofty themes from Cowper, the smooth verse of Addison, and the repose and dignity of 'Gray's Elegy in a Country Churchyard.' What matters if philosophy and insight of the glorious verse of Thanatopsis was beyond the reach of our comprehension, the rolling measure of its cadences was music to our ears, even then stirring to the harmonies of the universe."

I read this for its pleasant picture of an old-time Massachusetts school back in the woods, for the good they got out of it, and the satisfaction felt by this intelligent woman as she recalls school days profitably spent here, where good manners and good morals were matters of first importance, and where acquaintance was made and life-long association assured with some very good people in books.

EDUCATION.

BY PROF. W. W. DAVIS.

"Education!" exclaimed Dr. Samuel Hanson Cox, an eminent Presbyterian minister of the last generation, "education! What an idea! Generalized, it covers all time, affects all eternity!" Education! It is the transforming influence of the world. It is the difference between the United States and Mexico, between England and Turkey. It is the basis of our Christian culture. It takes the Indian of the plains, and puts him into the shop of the mechanic. It takes the negro from the cabin, and makes him the owner of a plantation. It carries the Bible to the cannibal, and makes him a child of the kingdom.

Education works wonders. It spans the continent with bands of steel; it drives floating palaces across the sea; it circles the earth with the message of the lightning; it analyzes the sunbeam; it weighs the stars; it reads the testimony of the rocks; it throws bridges across the yawning chasm; it brings to light the buried cities of the past; it lifts the cathedral spire to the dome of heaven.

Education grasps the pen, and gives us the poem, the essay, the novel, the drama, the oration, the historic record—Longfellow and Lamb, Dickens and Sheridan, Webster and Macaulay.

Education seizes the pencil, and the world stands in admiration before the Last Supper and the Sistine Madonna, Da Vinci and Raphael.

Education takes the chisel, and from the marble block appears the glorious Jupiter of Phidias and the majestic Moses of Michael Angelo.

Education lifts the lyre, and heavenly harmony fills the soul in the Messiah of Handel, in the sonata of Beethoven.

Education of the hand and heart, of the mind and soul! Unceasing, endless, infinite, eternal! No subject too profound for its grasp, no thought too exalted for its touch.

Moses and St. Paul, Plato and Demosthenes, Luther and St. Augustine, Newton and Shakespeare, Goethe and Mendelssohn, Edwards and Emerson.

Could I in stature reach the pole,

Or grasp creation in my span,

I'd still be measured by my soul;

The mind's the stature of the man.

Lutheran Observer.

COMPETITIVE MARKING.

BY R. BENJAMIN ANDREWS.

Educators are all but unanimous in the view that the use of artificial means to spur competition among pupils is an evil. The bad influence of such a method need not be enlarged upon. Suffice it to say that all stimulus of this sort tends to personal vanity and to a debased idea of school aims. No first-rate teacher handling a limited number of children, able to know and instruct them one by one, would now think of using comparative credits or any other artificial device for classifying given pupils as, in ability or attainments, better or worse than others. Such distinctions, if any, would be suffered to emerge in natural and inevitable ways.

But public school teachers in Chicago cannot proceed so simply. In accepting the Foster diploma fund the board has placed itself under obligation to continue in some form the listing and recording of certain pupils as specially "deserving." A rule meant to execute this obligation requires the Foster diplomas to be "awarded to the pupils in the (eighth grade) class who shall rank highest in scholarship, deportment and attendance for the year."

A certain necessity for ranking or grading exists aside from this rule and it involves other grades than the eighth. In a large school where the pupils of each grade are numerous and taught by different teachers, promotions cannot be justly made without keeping some sort of "tab" on pupils through the year. Letters may be used for this, or figures, or it may be done mentally, but, whatever its form, the process involves the competitive or comparative principle, the thing which renders a marking system objectionable. It is an evil, regrettable but necessary, involved in the instruction of pupils in the mass.

In view of the above practical situation two cautions are in place:

1. When and so far as pupils are in any way qualitatively compared, credited, classed as better and poorer, higher and lower, the basis of the comparison should be made as broad as possible, covering in the case of any pupil every study and exercise engaged in, and should not be narrowed to a few studies, however important. Every one would see the unfairness were pupils promoted or recommended for diplomas on the basis of proficiency in number work alone. Though a bit less obvious the injustice is just as great if only half or two-thirds of the studies pursued are taken as a basis of comparison.

2. While comparison and competition should thus be made as fair as possible when it has to be allowed, the principle ought never to be put in exercise unless there is real necessity for it. Selfish emulation ought always to be criticised when exhibited by pupils, as often occurs, e. g., when several pupils show one another their report cards. The habit which many children have of running to teachers to see how their exercise papers have been marked should, I think, be discouraged. Reports to parents are not seldom compared in this way, thus becoming a source of evil. Were I a principal I should, unless directed otherwise, try to keep the standings of all primary pupils in my head, informally, not reducing the same to any written form. Un-

less the school were very large I should also attempt the same well up into the grammar grades, beginning to make formal marks only when sure that the informal method was leading me into errors.

It is of course understood that the above are only the writer's personal convictions, binding on no one. —The School Weekly.

ANSWERS TO HISTORICAL CHARACTERS.

(SEE OCTOBER JOURNAL, PAGE 19.)

Key.

- | | |
|------------------------|-------------------------|
| 1. Wellington. | 14. Hamilton. |
| 2. Grant. | 15. Elder Wm. Brewster. |
| 3. Ney. | 16. Edison. |
| 4. Napoleon. | 17. Jas. I. of England. |
| 5. Bismarck. | 18. Grant. |
| 6. Marion. | 19. Sheridan. |
| 7. Wanter van Twiller. | 20. Hooker. |
| 8. Blaine. | 21. Custer. |
| 9. Washington. | 22. Webster. |
| 10. Prescott. | 23. Douglas. |
| 11. Greeley. | 24. Logan. |
| 12. Lee. | 25. Meade. |
| 13. Dewey. | |

SOME FACTS ABOUT THE PANAMA CANAL.

For the past few months the project of the construction of a canal through Nicaragua by the United States has been discussed in every quarter. Many advocate the idea; others bring up numerous arguments against its construction. While all this discussion has been taking place most people have lost sight of what is going on at Panama. Since the financial scandals connected with the Panama Canal Company, little has been heard about the progress of the canal. As a matter of fact the majority of people, if asked whether the Panama Canal is in course of construction, or at a standstill, would reply that the original idea of constructing the canal has been abandoned.

Such, however, is not the case, for the prospect of a Nicaraguan canal has brought the Panama Canal to the front again. As the work and progress of this canal seem to be very little known, let us examine the history and facts of the case.

In 1881 a company was formed, under the superintendence of M. de Lesseps, with the idea of constructing a trans-isthmian canal across Columbia, thus joining the Atlantic and Pacific Oceans. The name under which the company was to work was "La Compagnie Universelle." By June, 1886, the capital reached nearly eight hundred million francs. However, this sum being insufficient, the company tried to raise a new loan.

This was in 1888. As they were unable to raise the required sum, operations were suspended, bringing everything to a standstill. Five years later, i. e., in 1893, M. de Lesseps, his sons, and several other directors, were tried for fraud and corruption. They were convicted and sentenced to severe penalties, which were soon afterwards remitted.

But in 1894 a new company was formed which is at present making steady and gradual progress in the construction of the Panama Canal. To complete it will require another ten years.

Having dealt with its history, let us now consider the facts.

The Isthmus of Panama is only 26 miles wide, a little more than twice the width of the Straits of Dover. There are two splendid harbors—Colon or Aspinwall on the Atlantic seaboard, and Panama on the Pacific. Two-fifths of the canal have already been completed, 14 miles on the Atlantic side and 4 miles on the Pacific. A railway runs through the whole width of the isthmus from Colon to Panama. It was completed in 1855.

As will be seen from the map the canal is following a somewhat similar route to that of the railway.

Of the two canals—the Panama and Nicaraguan—the former possesses the following advantages over the latter:—

- (1) That of length.
- (2) There is a good harbor at each terminus.
- (3) Two-fifths are already completed.
- (4) The time of transit will occupy only 14 hours.

The length of the Nicaraguan Canal has been estimated at 176 miles, i. e., nearly four times that of the Panama; harbors will have to be constructed at each end of the canal; and to pass through it will take 44 hours. One other advantage not enumerated is that there are no active volcanoes within 200 miles of the course of the Panama.—*Queensland Educational Journal*.

HISTORY.

A VICE-PRESIDENT WHO NEVER SERVED.

William Rufus King, born April 6, 1786, died April 18, 1853, was a Vice-President of the United States who never served in that capacity, and one who took the oath of office on foreign soil—something which can be said of no other executive officer who has ever been elected by the people of the United States.

King was an invalid, but his friends urged him to take second place on the ticket with Pierce in 1852. Both were elected, but King's health failed so rapidly that he was forced to go to Cuba early in 1853, some two and a half months before inauguration day.

Not having returned to the United States by March 4, Congress passed a special act authorizing the United States Consul at Matanzas, Cuba, to swear him in as Vice-President at about the hour when Pierce was taking the oath of office at Washington.

This arrangement was carried out to a dot; and on the day appointed, at a plantation on one of the highest hills in the vicinity of Matanzas, Mr. King was made Vice-President of the United States amid the solemn "Vaya vol con Dios" (God will be with you) of the Creoles who had assembled to witness the unique spectacle.

Vice-President King returned to his home at Cahawka, Ala., arriving at that place April 17, 1853, and died the following day. His remains were laid to rest on his plantation, known as Pine Hills.—*Home and School*.

✿ The Educational Field. ✿

What the Editors are Saying.

WHITHER ARE WE TENDING?

Some of the resolutions passed by a committee of the national association cause one to pause and consider whither we are tending. These resolutions are the product of careful thought on the part of some of the most eminent educators of the land, and, whether right or not, will have much weight in moulding opinion. The committee recommends higher scholarship along all lines. The resolutions would make the requirements for entrance to technical schools as thorough as for admission to college. This would shut out a great many applicants. Another resolution is to the effect that all teachers of secondary schools should be college graduates. This standard is rapidly being set by the leading schools of the middle west and will be followed by another advanced movement, viz., that all teachers of lower grades, either country or town, shall have at least a high school education or its equivalent. Some of the other resolutions favor changes so radical that they are likely to meet with strong opposition. Take the following: "We favor a unified six-year high school course of study, beginning with the seventh grade." At the present age and size of seventh grade pupils this would involve many difficulties. Again, an increase in the school day in secondary schools is recommended, in order to permit a larger amount of study in school under supervision. This may be needed according to the prevailing course of study, but it is an open question if there is not too much strain brought upon pupils now. There seems to be a growing opinion that children are being educated at the expense of health and happiness, and that over-supervision and over-stimulating to mental exertion are causing a multitude of nervous wrecks.—*Nebraska Teacher*.

"BE JUST."

It is not just to judge a boy's life by its exceptions. A single brick, if it be an exceptional brick, is not a fair test of the whole structure. This is true whether the brick be far above or far below the average. Because a boy has once sunk down below his true character, if he is rising again, never more to sink, it is not just to single out that blemish as a specimen of his manhood; and because he may have risen once to extraordinary achievements, if he has fallen back never more to rise, it is not fair to refer with pride to that achievement as a specimen of his strength. To ferret out past mistakes and fasten them on another's character as its label, or to herald an isolated past achievement as a sample of our present power, is to reverse the first principle of truth, and make the exception the rule. How much harm we sometimes do to young lives by such unsound judgment. To be just, one must judge a character, a principle, a tendency, in youth, at its normal best, not from highly forced single success—still less from its poorest illustrations.—*Indiana School Journal*.

N. E. A. AND REFORMED SPELLING.

The action of the board of directors some time ago, when they ordered a new orthography for certain words of our language, was one of those things that the N. E. A. had better let alone. Some have been urging them to stand firm and strong before the public for certain educational ideas, of which the general public are ignorant and upon which they ought to be informed. But cutting off the tails of a few words is not one of them, though it may be a good thing to suggest. The bad use of this action of the N. E. A. in Chicago recently makes one doubt whether the board of directors ought not to rescind its former action entirely. It so modified it at the last meeting as to leave it optional with writers whether their papers should be spelled in the report of the proceedings with the old or the new spelling. We have not a particle of objection to adopting the new spelling, but there are so many more important things for us to urge upon the public attention, and life is so short, and the progress toward a right practice of educating the child is so very slow, that we are willing to let some future generation take up the question of spelling words when they know better than we do what words they wish to spell. Let us first try to get the right ideas into the heads of the people.—School and Home Education.

DEFINITE RESULTS.

It is unpopular in some communities for a teacher to aim at definite results. The ideal is a miscellaneous vagueness; a they-know-what-they-would-like-to-know atmosphere is sought, and is usually found. This is as unphilosophical, unpedagogical, as it is unpracticable. It is of the utmost importance that at an early day one forms the habit of working and thinking to a purpose, that one aims at something. It is not in the pulling of the trigger that a marksman needs practice, but in the sighting of the target and the game. Teachers as well as pupils need much practice in the sighting of the mark. There should be a purpose on the part of school board, superintendent, principal and teacher to have definite, permanent results reached for each school year, for each term of the year, for each division of a subject.

All this is spoiled when it is made so fine that each day is to have its tangible results. This means practically much very small game, but no tracking, treeing, or trapping of larger game. Each day should be faced toward a goal, but the results aimed at should usually be such as to include a larger book than a single recitation; they should aim at higher results than one recitation can ordinarily signify; but at results, more or less remote, the school should ways aim.—N. E. Journal of Education.

THE PERSISTENCE OF IDEAS.

It is curious how long an idea once implanted in the minds of men will remain after the idea itself has been exploded. The well known story of the Asiatic origin of the so-called Aryan races is a case in point. So, too, the notion that the teacher is primarily, a governor and ruler is an-

other idea that ought to be laid carefully to rest. Indeed it belongs already to the category of antiquated notions among all well-informed and progressive teachers. It still prevails however in some quarters where it ought not and it is not uncommon to find even a college professor whose judgment is thoroughly warped by it. No more mischievous notions ever entered the head of teachers. The teacher should be the guide and friend of the pupil, and should never allow the pupil to conceive the idea that he is a mere ruler. Once conceived that idea becomes the parent of all sorts of pernicious notions in the mind of the child. The almost proverbial antagonism between the pupils and teachers arises from just this. Happy is the teacher who can impress himself upon those under his charge as an older friend who will guide and direct, advise and counsel in all the emergencies and exigencies of child life. That teacher is building character, a thing infinitely more precious than mere knowledge crammed in to be forgotten. Such teachers become models and patterns and mould the lives and destinies in a thousand ways that few others even dream of. Let us have more of them and let us lay gently to rest the notions that we are in the school room to command.—S. D. Educator.

"Reading about children is not studying children, and little good will come of it. They must be studied in their homes, in their plays, in the school room, at their work, at their books, asleep, awake, alone, with their inferiors and their superiors, in moments of despondency and in moments of triumph, wherever they may reveal themselves to us and wherever we may be able to gain admittance to their real selves. Some children will be found apt, wide awake, aggressive; others slow, sluggish, passive. Some have perfect physical organisms, others defective eyesight or hearing, or possibly a growing deformity in limb or body. Some imitate instantly, others have little motor control. Some are as lovable as angels; others vicious to an extreme. Some will be found simple and natural; others artificial and affected; some tractable, others unmanageable."—Pres. A. R. Taylor.

There is a class of superintendents and other leaders in education who go to conventions and read papers full of "hot stuff" in favor of reform and against current educational evils, but who, in their own bailiwicks, take good care to keep "solid with the board," and neither do nor say anything against the operation of these same evils. These men remind us of the juryman in a liquor case, who "was in favor of the law, but agin' its enforcement."—Learning by Doing.

"The thoughtful citizen recognizes that the most serious charge brought against our common schools is the charge that they do not make adequate provisions for the moral training of the children committed to their care." At present, perhaps, no better remedy can be found than a wise, systematic training in the wealth and beauty of thought and sentiment of our great English literature.—Pa. School Journal.

Educational Notes.

BY D. M. HARRIS, Ph. D.

EXTENSION OF THE STUDENT LIFE.

We have all heard the saying of the philosopher that there is nothing great on earth but man and nothing great in man but mind. Mind is the measure of the man and the cultivation of mind is the great business of life. Man owes his superiority over the animal world to the possession of intelligence. The animal has no past and no future. Man alone recalls the past and scans the future. Those races of men who have had the grandest past and who look out most eagerly to the future are the greatest and noblest races. Those men who devote most of their time and thought to reviewing the past and to divining the future are the greatest and noblest men. Education is a life time business. It is never completed and never perfectly rounded. School life ought to aim at symmetrical development and perfection. But it should always be borne in mind that even the college or university graduate is not really educated. He has simply learned how to acquire knowledge and happy the student who has been so fortunate as to have learned how to study before he quits school life. Every individual who does not wish to stagnate intellectually ought to pursue some branch of knowledge throughout life. How to redeem our leisure hours is the great problem. The time was when the laboring man could find no leisure time for study but now when the work-day is limited to eight or ten hours, workingmen have spare time which might be devoted to the acquisition of knowledge which is power. By persistently studying one-half hour each day almost any person with good sense can in the course of a few years become an expert in almost any branch of learning. There are literally scores of sciences which can be pursued with but little cost of time or money. Modern languages offer a great field for special private study. In four or five years it is possible to master German, French, Italian, Spanish, Portuguese or any other modern tongue. This work can be carried on while the student is absorbed in work. By reading 30 minutes a day it is possible in the course of a very few years to read all the history that it is worth reading. In a single winter the history of the United States may be mastered so that all the great characters of our nation and all the principle events in our national career can be known. In the course of a short life time all history and biography may be mastered. Then there is the more genial realm of polite literature which opens up to every man however poor. Books of the best literature are within the easy reach of the poorest people in almost every community. School teachers may render young men and women invaluable services by putting them on the road to expert knowledge. It is not even necessary to join a reading circle to be able to pursue some branch of science or polite letters. How it would enrich and enable society if every body we meet were an authority in some branch of science, literature, art or philosophy.

EDUCATIONAL PROBLEM IN PORTO RICO.

We are in hearty sympathy with those who hope that our occupation of Porto Rico may result in a general uplift of the ignorant and impoverished inhabitants of that island. But with many of the suggestions advanced we have neither sympathy nor patience. If the people of Porto Rico are ever educated they must be taught in their own tongue and mainly by native or Spanish speaking teachers. It has been solemnly proposed that there shall be English schools established in all parts of the island and that the people shall be gradually converted from Spanish to English speaking people. This suggestion evidently came from some one who believes that at some time the English tongue is to supplant every other tongue in the world and that by an inner impulse all mankind are going some day to ask to be taught our language. Such a thing as a people voluntarily giving up their language is absolutely unknown. Until a people lose their identity and their individuality they never surrender their mother tongue. Porto Ricans are isolated from the rest of the world by a long distance. They are not destined at least for several generations to come to be overrun by an English speaking race. The few who engage in active business with the people of this country will desire to learn English solely for commercial purposes but the great body of the Porto Ricans will find no use for the English language and will not learn it. People speaking two languages in their social, commercial and domestic relations are very rare. Indeed, we do not know any such community. An over-populated island like Porto Rico, with no room for the immigrant will continue to be a one-tongued people. Those peoples whose languages have perished have invariably come in contact with superior races, and have been swamped by them. Until the forerunner overruns Porto Rico in vastly superior numbers the people will continue to speak Spanish. How puerile then the notion that English schools can be made to take the place of Spanish schools. Besides, the people themselves must provide their own schools, pay the teachers and manage their schools in their own way, if they are to become good Americans. We can never teach them how to govern themselves by undertaking for them. They must be allowed to establish their own schools, police their own towns, make their own sanitary regulations and enact their own laws if they ever become a part of the United States. We may very properly help them, but we cannot take the lead in developing them intellectually, morally or spiritually. The poor Porto Ricans are in imminent danger of being coddled to death by philanthropic, but impracticable people.

WHY BOYS LEAVE SCHOOL.

The editor of The Child Study Monthly for October discusses this question in an original way. He states the well known and widely lamented fact that the high school generally contains about three girls to one boy at the beginning of the course and about seven girls to one boy at the end of the course. The theories put forth to account for this remarkable phenomenon are generally that the boys are taken out of school by their fathers or that the boys at that age are seized with the commercial spirit. The article

to which we refer rejects these explanations and attempts to account for them on sexual grounds. Boys at fourteen or thereabouts experience peculiar mental and constitutional changes. The author contends that the boy's brain at thirteen years of age weighs on an average 1,465 grains, but at fourteen there is a sudden fall in brain weight, the average at that age being a little less than 1,300 grains. The boy's brain from birth is heavier than that of a girl and continues so throughout life except for a few months at the age of fourteen. Now upon this physiological difference the writer in *Child Study Monthly* bases his theory of the boy's desertion of school life at the age of fourteen. We quote:

Now, what are some of the symptoms of mental disturbance at this time of life? One of the most annoying and perplexing of these mental disturbances is the one which assumes the form of exaggerated defiance of school authority, a like defiance of parental control, a morbid "self-well." Moral restraints, physical coercion, the assertion of rightful authority on the part of the parent or teacher, the various punishments—all these are set at naught, and we hear it said of such children that "nothing can be done with them" during such attacks. They are the despair and distress, the great perpetual bugbear of parents, guardians, teachers and school officers. They will not get up in the morning nor will they do any work, and, as Clouston states, they will do daring acts of destruction—tear books, break furniture, threaten violence to themselves and others, contract debts for parent or guardian by purchasing all sorts of useless articles without money to pay for them, or they leave home without any reason, take to purposeless deceit and lying, do scandalous things with bravado, and withhold give the impression to others that they could help doing such things if they but wanted to do so.

These are interesting observations and may in a large measure explain the facts which are so generally observed in boys just turning into their teens, but why do not boys recover from this abnormal condition in time to save their intellects from decay and stagnation? Besides it is not true that all boys pass through the stage of rebellion and revolution. But these studies are worth careful investigation. If the cause has really been found we may confidently look for the discovery of a remedy next. It will be a great benefactor of the race who shall save the boys from perdition at the age of puberty.

EDUCATIONAL JOURNALISM.

Mr. Oscar H. Lang delivered an address at Los Angeles on ideal and practical considerations of Educational Journalism, a synopsis of which appears in the *School Journal of New York and Chicago*. His ideas are worthy of serious consideration by all editors of school journals. He suggests first of all that editors should possess a correct educational perspective. Here is no doubt where most editors fail, whatever may be the subject matter of their journal. It is all important that editors of school journals, especially should have definite ends and aims in view. Without a familiarity with the educational philosophy of the times, there can be no intelligent, persistent educational policy in a journal. Within the past few years

the theories of education have undergone a revolution and writers who have not kept up with these changes cannot be expected to direct their thought in the line of progress. Pedagogy is a science, little as it may be understood, and the journalist must keep in close touch with the leaders of scientific education. He must read the master works on the philosophy of education, must know the status of those sciences which lie at the basis of all intelligent educational work. Psychology has thrown some clear, strong light on the science of education and educational writers should be at home in that realm.

With the following paragraph of Mr. Lang's talk we are in the fullest sympathy: It is a mistake to conclude that an educational journal cannot afford to give offense to anyone. A publication of high intrinsic worth can make itself professionally indispensable to those who wish to keep abreast with the times. Moreover the excellence of its journalistic features will attract many. The style, alertness, illustrations, and general typographical arrangement are all important matters. The editor with ever ready journalistic resources can accomplish more than one who is lacking in this direction. Being sure of the power to hold his audience, he can afford to be more courageous, and to put the good of the cause ahead of all lesser considerations. Finally, with the growth of professional feeling among teachers, there will come a higher regard for truly representative periodicals. The multiplication of un-called for papers will be discouraged. Established publications of acknowledged soundness and leadership will be given universal support. There is no need of keeping one's ear to the ground in order to make a success of educational journalism. Leadership is the great requirement.

An educational journal which exists simply as a money-making enterprise is in an uncongenial atmosphere, and the sooner it perishes the better it will be for the cause of education. It should be the mission of the educational journal to inspire its readers with lofty motives and to lead the way in educational reforms and methods. We are but just now entering upon the royal road to learning, and the journal of education should, with courage and heroism, lead the way. It should seek to create a spirit of unrest and discontent with the low level of educational science now prevalent. Mr. Lang quotes a sentence from Mr. Frank A. Hill, with which we close this brief paragraph: It sets forth the true standard of all true worth. Mr. Hill says: "One of the strongest signs of an unhealthy state is perfect satisfaction with an existing state. Perfect satisfaction means easy satisfaction; easy satisfaction, a low ideal; a low ideal, cessation of growth; and cessation of growth, retrogression and stagnation."

EDUCATION OF THE WILL.

The will power is the motor power of the mind and soul of man. It is to the human being what the rudder is to the ship. Without the power of self-direction and self-control man is a sport of every gust of passion and every whim of mind. If the passions and desires be stronger than the will the individual is like a powerful engine whirled along without a pilot. The stronger the passions and the desires the stronger the man provided the will be master

of the emotional nature. It is a matter of experience and observation that the will may be educated, developed, and strengthened so that what would otherwise be a weak character becomes one of great power and on the other hand that the will may be neglected until the strongest nature becomes a total wreck. It is a well known law of mind that both the intellectual and the emotional nature are under the direction and control of the volitional power of the mind. It is also true that the emotions are stirred by the intellect and that it is through the mental processes that we arrive at a knowledge of things desirable. With the perceptive faculties we could have no conception of things desirable. Now the will is moved by the sensibilities which are always aroused by the intellect. Thus we see the primary importance of the will. Its function is twofold to choose and execute. Motives have no power to control. The will controls. Where there is no intellectual choice there is no moral character. Morality begins just where the educated will chooses the good or the evil. Morality lies in the choice made by the will. The perception of good and evil do not constitute character but it is the decision of the mind which makes a good or bad character. If this be true how important then that the teacher should strive above every thing else to reach the self-governing power of the soul and mould it. The pupil should be trained in choosing the right and rejecting the wrong. But just here arises the greatest of all difficulties. The choice must be the voluntary act of the individual and must not be forced by the teacher. The teacher may present motives for choosing the good and rejecting the evil but he can go no further. Habits of right action may be cultivated until the choice of the good becomes almost automatic. Here is where the teacher has almost limitless power and limitless responsibility. The education of the will can not begin too early in the life of the child. To neglect strengthening the governing power of the soul until the emotional nature has gained the ascendancy is the greatest misfortune that can befall the individual. All the tastes and inclinations of life are formed early and neglect is fatal. It matters not what may be the destiny of the individual the education of the will is all important. A correctly trained will lies at the basis of all noble action and of all worthy achievements.

The only way for a rich man to be healthy is by exercise and abstinence, to live as if he were poor.—Sir W. Temple.

You can not find an instance of any man, who is permitted to lay out his own time, contriving not to have tedious hours.—Johnson.

A house is never perfectly furnished for enjoyment unless there is a child in it rising three years old and a kitten rising six weeks.—Southey.

"Sample Copy."—These two words being interpreted into plain English, mean, "Please subscribe." This journal every month in the year only costs 50 cents. Will you not send twenty-five 2-cent stamps at once and have your name enrolled in time for the Christmas number?

EXAMINATION.

ORTHOGRAPHY.

Each of the following words has two credits assigned to it :

1 erroneously	26 sergeant
2 overrated	27 pharmacy
3 resources	28 uncertain
4 nausea	29 extension
5 concisely	30 hazard
6 currency	31 neutrality
7 revenge	32 isthmus
8 rhetoric	33 beset
9 utensil	34 seethe
10 recollect	35 Jersey
11 massacre	36 inaugural
12 bicycle	37 governor
13 vagary	38 injudicious
14 volunteer	39 purchase
15 palatable	40 February
16 lieutenant	41 necessary
17 ineligible	42 coincide
18 discuss	43 proceed
19 exaggeration	44 acquiescence
20 defiant	45 correspondent
21 vegetarian	46 centralize
22 fatally	47 artillery
23 syndicate	48 consular
24 summary	49 immense
25 physical	50 compulsory

CIVIL GOVERNMENT.

Each of the following questions has 10 credits assigned to it.

1. In a common school district, (a) where is legislative power vested? (b) Where is executive power vested?
2. By what authority are (a) new counties organized; (b) new towns?
3. What are the principal duties of inspectors of election on election day?
4. The State constitution reads as follows: "No person shall be eligible to the legislature who at the time of his election is, or within one hundred days previous thereto has been, a member of congress or a civil or military officer under the United States." Give reasons for such provision.
5. Name some of the principal purposes for which money is raised by tax to carry on the government of a town.
6. How is the salary of the president of the United States fixed? What does the constitution prescribe in regard to a change in his compensation?
7. The constitution provides that "No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emolu-

ments whereof shall have been increased, during such time." Give reasons for such provision.

8. Distinguish between an impeachment by the United States House of Representatives and the trial of that impeachment by the Senate.

9. How may a bill be passed over the president's veto?

10. Mention three powers denied to the States by the federal constitution.

ANSWERS.

1. (a) In the votes of the district. (b) In the trustee.
2. (a) By the State Legislature. (b) By the Board of Supervisors.

3. To receive and register the votes and to canvass the same.

4. In order that one already holding office may not use his political position for personal and private ends.

5. To keep in repair roads and bridges and to provide for the poor.

6. By Congress. No law can be passed increasing the salary of president in office.

7. So that he may not help to create a position for himself.

8. The House of Representatives act as a grand-jury to bring in an indictment, and the Senate acts as a jury to try those that have been indicted.

9. By a two-thirds vote of both houses.

10. The power to make treaties or alliances, to coin money, to grant letters of marque or reprisal.

ARITHMETIC.

MENTAL.

1. A, B and C divide \$50 in the proportion of $\frac{1}{4}$, $\frac{1}{3}$ and $1\frac{1}{2}$; how much does each receive?

2. What must I ask for flour worth \$4 per barrel so I may fall 16% per cent from the asking price and still make 25 per cent?

3. A gave B $1\frac{1}{3}$ of his money plus \$1.3, and then gave C $1\frac{1}{3}$ of the remainder plus \$1.3, and then had \$5 2-9 left; how much money had he at first?

4. $\frac{2}{3}$ of A's age equals $\frac{1}{2}$ of B's age, and the sum of their ages equals 64 years; how long since B was 3 times as old as A?

WRITTEN.

5. (a) What is the relation of the product to the multiplicand? (b) In what applications of percentage is time not an element? (c) Why invert the divisor in division of fractions? ?

6. (a) Give a short rule for dividing by 125. (b) Name three synthetic processes in arithmetic and their corresponding analytic processes. (c) What is the relation of the gram to the meter?

7. Find the greatest common denominator of 64 and 216 by the method of continued division and explain the principles involved.

8. How large a draft, payable in 60 days after sight, can be bought for \$798.80, exchange being $1\frac{1}{4}$ per cent premium and interest 8 per cent?

9. A commission merchant sold 1,300 barrels of flour at \$5.75 a barrel, receiving $3\frac{1}{2}$ per cent commission, and invested the proceeds in coffee at 28 cents a pound, first

deducting 2 per cent commission for buying the coffee; what was his entire commission?

10. (a) How many pills, each weighing 1.2 dg., can be made from 2.4 Hg. of calomel? (b) Find the interest on \$700 for 3 years, 5 months and 16 days at 8 per cent.

11. (a) A vessel holds 41.2 Kl. of milk; what is the milk worth at 7 cents a liter? (b) A man owns the S. E. $\frac{1}{4}$ and the N. E. $\frac{1}{4}$ of the S. W. $\frac{1}{4}$ of a section of land; what will it cost to fence his land in one field at 60 cents per rod?

12. A person buys a Washington State warrant for 97 per cent; if it is paid in 2 years, what rate of interest does he receive on his investment? Washington warrants bear interest at 8 per cent.

ANSWERS.

MENTAL ARITHMETIC.

1. The proportion of $\frac{1}{4}$, $\frac{1}{3}$ and 1-12 is the same as that of 6, 7 and 12. Then if the \$50 be divided into (6 plus 7 plus 12) 25 equal parts, A would receive 6 of those parts; B, 7 of them; and C, 12 of them. In one part there is 1-25 of \$50 which is \$2; A should receive 6 times \$2 or \$12; B should receive 7 times \$2 or \$14; and C should receive 12 times 2 which are \$24.

2. To gain 25 per cent or $\frac{1}{4}$ of the cost the flour must be sold for \$4, the cost, plus $\frac{1}{4}$ of \$4, the gain, which is \$5. But in selling for \$5 per barrel, a deduction of 16% per cent, or $\frac{1}{6}$ of the marked price is made, hence $\frac{5}{6}$ of the marked price equals \$5, and 6-6 equals 6 times $\frac{1}{6}$ of \$5, which is \$6.

3. Since A gave C $1\frac{1}{3}$ more than 2-3 of his money and had \$5 2-9 left, \$5 2-9 plus \$3-9, which is \$5 5-9 equals 2-3 of his money after the gift to B; then 3-3 of his money after the gift to B equals 3 times $\frac{1}{2}$ of \$5 5-9, which is \$75-9, and this in turn lacks \$3-9 of being 2-3 of his money before making the gift to B, and 3-3 of his money equals 3 times $\frac{1}{2}$ of (\$75-9 plus \$3-9) which is \$13.

4. Since $\frac{2}{3}$ of A's age equals $\frac{1}{2}$ of B's, 3-3 of A's age equals $\frac{1}{2}$ of B's. Then $\frac{3}{2}$ of B's age, or A's age, plus 5-5 of B's age equals 8-5 of B's age, which equals 64 years; then $\frac{1}{2}$ of B's age equals $\frac{1}{2}$ of 64 years, or 8 years and 5-5 equals 5 times 8 years, or 40 years; and $\frac{3}{2}$ of B's age, equals 3 times 8 years, or 24 years. The difference of their ages is 40 years, minus 24 years, which is 16 years. The difference is always the same. At the time when B was three times as old as A, the difference between their ages was twice A's age. Then A was at that time $\frac{1}{2}$ of 16 years, or 8 years old, and that has been as long as the difference between 24 years, and 8 years, which is 16 years

WRITTEN ARITHMETIC.

5. (a) The product is of the same kind as the multiplicand and bears the same relation to it that the multiplier bears to unity. (b) Time is not an element in Profit and Loss. Commission and Brokerage Trade Discount, Sight Exchange, the general problems in percentage, Duties, and practically not in Insurance and Taxes. (c) Invert the terms of the divisor to find how many times it is contained in unity.

6. (a) Divide by 1,000 by moving the decimal point 3 places to the left, and multiply the quotient by 8. (b)

The synthetic processes are addition, multiplication and involution. The corresponding analytical processes are subtraction, division and evolution. (c) One edge of the cube, the weight of which volume of distilled water is the gram, equals 1-100 of the meter.

8. \$800.
9. \$403.064, total commission.
10. (a) 2,000 pills. (b) \$193.822 4-9, total interest.
11. (a) \$2,874. (b) \$480.
12. 9.77-97 per cent.

ENGLISH GRAMMAR.

1. By what may a noun or pronoun be modified? Give sentences illustrating each.
2. (a) What is a noun clause? (b) Illustrate, with sentences, five ways in which they can be used.
3. What parts of speech have comparison? Compare one of each.
4. Define the different sentences as classified according to use; according to meaning.
5. Write two sentences each containing a participle; the one partaking of the adjective, the other of the noun.
6. Correct or justify: "The assembly was divided in its opinions." "Why are dust and ashes proud?" "He raised up." "Draw that circle rounder." "He has laid there an hour."
7. Write the plural of the following words: Topaz, halo, lily, wife, mouse, crisis, vertebra, pallful, t.
8. The part of speech to which a word belongs depends upon what? Illustrate.
9. (a) Write a prepositional phrase with a participle and its object as the object of the preposition; (b) use the same verb transitively and intransitively; (c) use the same verb in the past tense, in the passive voice, and in the progressive form.
10. Analyze or diagram: "He who would succeed must merit the success desired, and not simply seem to do so."
11. Use "that" as four different parts of speech.
12. (a) Which are the principal parts of speech? Why so designated? (b) Define redundant, auxiliary, defective verbs. Example of each.

ANSWERS.

1. Modifications of a noun or pronoun: a, adjective, b, phrase, c, clause, d, participle, e, infinitive, f, noun or pronoun in possessive case, g, noun in apposition.
2. a, A subordinate clause expressing the meaning of a noun, used like a noun. b, What he said amused the children. I will determine by what he says. Can you explain what you mean? It has been proved that the earth is round. That stars are suns is a fact.
3. Adjectives and adverbs; large, larger, largest; little, less, least.
4. The question should have read according "to use"; according "to form."
5. Hearing a step, I turned. Walking is a pleasant exercise.
6. The assembly were divided in their opinions. Why is dust and ashes proud? He arose. Draw the circle, or,

draw the circle more nearly round. He has lain there an hour.

7. Topazes, halos, lilies, wives, mice, crises, vertebrae, pallfuls or pallsful, t's.
8. Use. Iron the clothes; Iron is a metal.
9. a, We receive good by doing good. b, The bird sang a song. The bird sings. c, John ate a melon. The melon was eaten by John. John is eating a melon.
11. These are the best that I have; Relative Pronoun. That book is mine; Adjective. So live that you may not fear death; Conjunction. That is heroism; Adjective Pronoun

12. a, Present use, past tense, past participle. The parts from which the other parts are derived. b, Verbs that have both a regular and irregular form; bade, bid. Helping verbs, Can. Verbs that are wanting in any of their parts. Can.

The remaining answers will be found on another page.

PHYSIOLOGY AND HYGIENE.

1. Define (a) physiology; (b) hygiene.
2. Compare the right lung with the left lung in regard to (a) size; (b) number of lobes.
3. Mention the three classes of non-nitrogenous or carbonaceous food substances.
4. Give (a) location; (b) description; (c) office of the perspiratory glands.
5. What is the principal mineral substances found in (a) the bones; (b) the blood?
6. What are tendons? Where is the largest one in the body and what is it called?
7. Mention two means by which it may be determined whether a vein or an artery has been severed.
8. Name three of the digestive fluids and the organ by which each is secreted.
9. State the effects that the excessive use of alcohol has upon the stomach.
10. Describe the structure of the muscular walls of the stomach. What name is applied to the movements of the walls.

ANSWERS.

1. (a) Physiology treats of the structure and functions of the human body. (b) Hygiene treats of the proper care of the body.
2. The right lung is larger. The left lung has more lobes.
3. Grain, fruits, vegetables.
4. (a) Under the skin; (b) small sac opening through the pores of the skin; (c) to secrete and hold moisture.
5. (a) Lime; (b) iron.
6. The continuation of the muscles. The tendon of Achilles, extending from the heel upward.
7. By the color of the blood and by the flow of the blood.
8. Saliva by the salivary glands; gastric juice from the walls of the stomach; bile from the liver.
9. It tends to influence and harden the tissues.
10. The muscles pass around the stomach as well as perpendicularly crossing each other at various angles. Mechanical action.

Order your books for the holidays now, and you are sure to have them when you need them.

CIVIL GOVERNMENT—HIGH SCHOOL.

1. State (a) the chief duty. (b) term of office. (c) the salary of the treasurer of this state.
2. What is meant by giving bail?
3. If the sheriff is unable to suppress disorder, state two sources from which assistance may be obtained.
4. (a) In what office is a deed recorded? (b) Why should it be recorded?
5. Name in order three officials who succeed the President in case of his removal.
6. There are three co-ordinate and independent departments of our government. (a) Name these departments. (b) Why should they be independent?
7. State one method by which the National Constitution may be amended.
8. State three rights assured by the Constitution to all persons in this country accused of crime.
9. State (a) one argument for, and (b) one argument against restricted suffrage in a large city.
10. Define (a) subpoena. (b) warrant. (c) plea, (d) appeal.

ANSWERS.

1. (a) To take care of the public funds of the State. (b) Two years. (c) \$5,000.
2. A person or persons bind themselves in writing to pay a certain amount, fixed by the court, if the prisoner fails to appear.
3. The State militia may be ordered out. The sheriff may call on citizens to help.
4. (a) County Clerk's office. (b) Because the deed may be lost.
5. Vice-President, Speaker of the House of Representatives, Secretary of State.
6. Legislative, executive, judicial. In the interests of good government.
7. By two-thirds of both Houses of Congress agreeing on an amendment, and this being ratified by the legislatures of three-fourths of the States.
8. The right of a speedy and public trial by an impartial jury; to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have power to call witnesses in his defense, and to have the assistance of counsel.
9. (a) Public safety. (b) Equal rights to all.
10. (a) A summons to appear in court and testify. (b) A document authorizing an officer to make an arrest. (c) An argument made by an attorney in behalf of his client. (d) Taking a case to a higher court.

A man endowed with great perfections, without good breeding, is like one who has his pockets full of gold, but always wants change for his ordinary occasions.—Steele.

Mind unemployed is mind unenjoyed.—Bovee.

Opinions grounded on prejudice are always sustained with the greatest violence.—Jeffrey.

Don't wait until the week before Christmas to order holiday books. Order now and avoid the delay at that time.

Practical Methods

NOVEMBER LESSONS.

BY MARIE K. AKERS.

LESSONS ON SQUIRRELS.

Material:—A live squirrel if possible. If one cannot be obtained, have pictures of squirrels.

NAME AND MEANING.

What little animal is fond of nuts? Word squirrel comes from two words meaning "shade" and "tail." What a good



MR. AND MRS. SQUIRREL, AT HOME.

name this is for him, as he often sits in the shade of his great tail.

Where he lives:—Most of the time he lives in the woods.

BODY.

The squirrel's body is long and slender. It is covered with soft, beautiful fur. He has a very bushy, long tail. How gracefully he carries it curved over his back! Of what use is his tail? Mr. Squirrel sometimes uses it for a cloak, and wraps himself all up in it when he goes to sleep. His tail helps him in jumping, too.

Legs:—Short and slender.

TOES.

On fore foot the squirrel has four, long, slender toes; on each hind foot he has five. Can you find the long, sharp claw at the end of each toe? Each claw is curved at the tip. What does the squirrel's foot show us? It shows us that he is made to climb trees. When he runs down a tree he turns his toes so that the nails point backwards; why does he do this? Why can he run down a tree as easily as he runs up one?

HOW HE EATS.

How does Mr. Squirrel sit when he eats? How does he hold his nut? How sharp his teeth must be to nibble and nibble at the shell as he does! When his teeth get dull, how does he sharpen them? Every time he nibbles at a nut his teeth become sharper and sharper, because the nut sharpens his teeth, so they never get dull. The squirrel has four front teeth shaped like a chisel, and these teeth keep growing and growing as long as the squirrel lives. Shouldn't you think they would become so long that he could not eat at all? They would if the squirrel did not gnaw and nibble all of the time to keep his teeth the right length.

FOOD.

What does the squirrel like best to eat? Besides nuts he eats wheat, fruits, eggs, insects and pine cones. What will he do for food in the winter? How does he collect and store his nuts? Where does he put them? Does he ever forget where his storehouses are? How does he carry the nuts to his storehouse? When his tree is full where does he go? Why does he go into his house when cold weather comes? What does he do in such a little house? He cannot run about; he cannot eat all of the time.

USES OF THE SQUIRREL.

The squirrel is a very useful little animal. What is the flesh sometimes used for? What does the flesh of the squirrel look like; taste like? What different things is the squirrel's fur used for? The squirrel can be tamed. When tame he is a very good pet.

LESSON ON NUTS.

Material:—An acorn and a hazelnut for each child.

Parts:—(a) Nut. (b) Cup in which it rests. (Have children take nut out of cup.)

CUPS.

Why called cup? Compare the shape, color, substance of the hazelnut and the acorn. Both smooth inside, rough on outside. Cup of hazelnut formed of small leaves joined together at bottom. Edge of acorn forms circle.

NUTS.

Shape. Longer than broad, both blunt at one end, rounded at other. Why this shape?

SHELLS.

Why is the meat of the nut protected by a shell, while berries and fruits are not?

What animals devour nuts?—Squirrels, bears, pigs, woodpeckers.

HOW ARE NUTS DISTRIBUTED?

(a) Wind scatters some. Which ones does the wind scatter?

(b) Some will float in water. Name those.

(c) Some kinds stick to our clothing and to fur animals. Which nuts stick?

(d) Animals carry them in their pouches. Shape helps. Why?

USES OF NUTS.

(a) Food for people. What nuts eaten by us? Speak of all different ways we eat nuts.

(b) Food for animals. How the squirrel stores his food away.

(c) Juice of some used for different purposes. What nut furnishes this juice?

(d) Furnish seeds for next year.

LESSON ON INDIANS.

Material:—As many different pictures of Indians as possible; pictures to show their personal appearance, dress, wigwams, etc. Try to have bows, arrows, tomahawks, canoes, beadwork, wampum, and as many other things as possible.

WHERE FOUND.

When Columbus came he found men unknown to the people living across the ocean. Why did he call them Indians?

TRIBES.

Divided into many tribes. Each tribe ruled by a sachem or chief. How these tribes differed. Names of some tribes we are familiar with. What tribes lived in the part of the country where we now live?

APPEARANCE.

Skin brown or copper-colored. Their straight black hair grew very long, sometimes covering their faces. Eyes dark, deeply set, dull, sleepy, half closed. Faces very broad across cheek bones, lips full and rounded.

DRESS.

The Indians clothed themselves with the skins of animals. They loved ornaments, and used beads made of clam shells, feathers, porcupine quills, and parts of birds and



PAPOOSE.

animals. They were very fond of painting and tattooing their bodies. Sometimes they stained their faces with colored earths and juices of plants. The paint varied for grief or joy, peace or war. Read from Hiawatha the part beginning with, "He was dressed in shirt of doeskin."

HOMES.

There was often a great difference in the homes of the tribes. Most of them lived in wigwams or huts. These were made of poles or branches of trees, set up so as to meet at the top. These they covered with skins of animals, or pieces of bark. Some tribes lived in holes dug in the

ground; some lived in caves. The ground was always their bed; when it was cold they spread skins of animals to sleep on; in summer their beds were made of boughs. For dishes they used wooden bowls, gourds, and sometimes vessels made of clay.

AMUSEMENTS.

All athletic exercises, running, leaping, paddling, games of ball, games with small stones, and many queer dances. The boys were trained from the time they left the cradle to feats requiring skill and courage. They were especially fond of hunting and riding. For miles they would track the wild animals through the forests, shooting them with their bows and arrows, or sometimes using a tomahawk.

ARROW.

Made his arrow-heads of sandstone,
Arrow-heads of flint and jasper,
Smoothed and sharpened at the edges,
Hard and polished, keen and costly.

BOW.

From a branch of ash he made it,
From an oak tree made the arrows,
Tipped with flint and winged with feathers,
And the cord he made of deer skin.

His tomahawk was a kind of hatchet.

FOOD.

Cooking was very simple indeed, with no seasoning whatever. When they had baking to be done, holes were dug in the ground, in which the food was placed and baked by a hot fire built near. Hot stones were thrown into the water when they wished to boil food. Roasting was done over fires. About the only things raised were corn and potatoes. The squaws were expected to do all work of this kind, tilling the soil, etc. The men never paid any atten-



THE WONDERFUL PIAASA BIRD.

tion to agriculture. The tribes that lived near the rivers or lakes depended upon fish for their food. These tribes that dwelt on the prairies or in the forests lived by hunting all kinds of game.

CHARACTER.

The Indians loved to fight. They were cunning and watchful, seldom fighting in open battle, but creeping up

quietly until they were upon their enemies, then rushing upon them unexpectedly. When pursuing an enemy the Indian was very persevering, and when prisoners were captured he was most cruel and revengeful. The one considered the bravest was he who could show the greatest number of scalps torn from the heads of his enemies. A "brave"



AN INDIAN CHIEF.

was one who, besides being brave in battle, could endure the most painful tortures. Sometimes they tested one another to see how much they could endure without a murmur. They were very hospitable, and grateful for all favors. They never forgot a kindness nor an injury.

Have the Indians been treated justly by the white men?

Read Mrs. Custer's "Boots and Saddles," Cooper's novels—"The last of the Mohicans," and others.

Stories of the Pilgrims and the Indians should be given in connection with the Thanksgiving work. Read from Longfellow's *Hiawatha*, "How the Canoe Was Made."

ORAL NUMBER WORK.

1. How many legs have six squirrels? Seven squirrels? Five squirrels?
2. One hundred Pilgrims came to this country. The first winter one half of the people died. How many died? How many were left?
3. The Pilgrims landed on the 21st of December; how many days before Christmas?
4. A boy gathered twenty-four quarts of nuts. How much will he get for them if he sells them for twelve cents per peck?
5. A squirrel stores away eight pecks of nuts for the winter. How many bushels did he store?
6. A squirrel steals four eggs a day from nests. In how many days will he steal a dozen?
7. Four years before the Pilgrims landed at Plymouth there had been an Indian village at that place. What year did the Indians leave Plymouth?
8. Squanto helped the Pilgrims plant thirty-two pecks of corn. How many bushels did they plant?

9. One of the Pilgrims caught eight fish one day and nine fish the next day. How many did he catch altogether?

10. In 1630 another colony came from England and settled in Massachusetts. How long had the Pilgrims been there when this colony came?

11. A farmer sold nine pumpkins. If he received five cents apiece for them how much did he get for the nine?

12. The family of Miles Standish ate a peck of potatoes every week. How long would it have taken them to eat two bushels and three pecks?

13. A farmer sold four turkeys, each weighing nine pounds. At ten cents a pound, how much did he receive for the turkeys?

14. At six cents a pint, what will four quarts and a pint of cranberries cost?

15. There were forty-eight Pilgrims to celebrate the first Thanksgiving; one fourth as many Indians came to the feast. How many Indians came? How many people were there in all at the feast?

16. A little boy picked six pints of cranberries one day and four pints the next day. How much will he receive if he sells them for seven cents per quart?

17. How many days in October and November?

18. When turkey is nine cents per pound, how many pounds can I buy for sixty-three cents? If I give the man seventy-five cents when I pay him, how much change do I receive?—School Education.

A GAME OF AUTHORS.

- 1 Makes and mends for first class customers....Taylor
- 2 Represents the dwellings of the civilized.....Holmes
- 3 Can be worn on the headHood
- 4 The name that means such fiery things.....Burns
- 5 What an oyster soup is apt to be.....Shelley
- 6 Hunch-backed but not deformed.....Campbell
- 7 A ten-footer whose name begins with fifty..Longfellow
- 8 A very vital part of the body.....Harte
- 9 Comes from an uncleaned pig.....Bacon
- 10 A game and a male of the human species....Tennyson
- 11 A slang expression.....Dickens
- 12 A disagreeable fellow to have on one's feet....Bunyan
- 13 A domestic animal and what she cannot do..Cowper
- 14 Never melancholyGay
- 15 Is very fast indeedSwift
- 16 A manufactured metalSteele
- 17 "Put an edible grain between an ant and a bee and a much loved poet you'll speedily see".....Bryant
- 18 To agitate a weaponShakespeare
- 19 A worker in the precious metals.....Goldsmith
- 20 "Each human head in time is said, will turn to him, though he is dead".....Gray
- 21 An American manufacturing town....Lowell
- 22 What! What are you doing..Browning
- 23 A prefix and a disease.....De Quincy
- 24 The reigning monarch of the South.....Cotton
- 25 The witches' salutation to Macbeth.....Hale
- 26 What a rather coarse father said to his son at table....Chaucer
- 27 Something very agreeable for most animals..Dryden
- 28 One of the greatest personages in Europe.....Pope

READING THE PUPIL'S FACE.

Among the great helps the teacher enjoys are the faces of the young in their prompt expression of emotion and intelligence. Older people have learned to wear masks, to carry a sore heart behind a cheerful and even a smiling face; but the young are transparent. They show in their faces both the good and the bad in their lives. They tell the teacher what he has to overcome, and how far he has succeeded in overcoming it. They register their inward growth, month by month and year by year, in the ennobling of facial expression, the expansion of the brow, the brightening of the eye, the increased sensitiveness of the mouth. The face blossoms under the influence of intense and right feeling, as truly as does a rose or a lily. Those who look into the faces of the young they try to teach, find their guide-posts which show the way to the best results. Nor is it for the teacher to be discouraged by traces of blank indifference or ignoble desire. These are the enemies he has to overcome, the wilderness he has to make blossom as a garden.—S. S. Times.

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WORD STUDIES.

I.

Name animals that bark, hiss, coo, croak, neigh, grunt, bray, bleat, quack, crow, roar, mew, growl, cackle, buzz, hoot, drone, scream, chatter, squeak, hum.

II.

Name animals used for carrying burdens, for hunting, for drawing loads, for show, for yielding milk, fur, hair, wool, down, feathers, ivory, pearls, sponge, horns, Morocco, kip, ambergris, angora, cashmere, isinglass, sperm oil, fertilizer.

III.

Tell some things used in making whitewash, pickle, meerschaum, mortar, sauerkraut, paint, varnish, bread, macaroni, firecrackers, shoe blacking, silk, porcelain, bronze, ink.

IV.

Name a few birds that swim, climb, wade, perch, run, scratch, kill, go in flocks, in pairs, singly, make nests in hollow trees, in barns, under fences, on bare ground, among boughs, make no nest; the smallest nest, in water, in sand; a bird without wings, one that runs in a circle, that sings at night, carries other birds on its back and hangs with its head downward.

V.

How does the horse defend itself? goat? pig? sheep? zebra? giraffe? goose? hen? snake? fish? llama? camel? cat? squirrel? rabbit? boy? monkey? elephant? porcupine? beaver? eagle? donkey?

VI.

How many toes does the turkey have? pig? hen? ostrich? camel? elephant? alligator? rabbit? dog? cat?—Michigan Moderator.

PHYSIOLOGY.

THE ORGANS OF DIGESTION.

1. Food.

Lead pupils to state why we eat, where the food is first received, what process it undergoes there, and by what means this is accomplished.

2. Teeth.

(a) Location, (b) covering, (c) kinds, incisors, molars, canines.

Give the form and use of each kind and tell where situated.

Talk about the care of the teeth; manner of cleaning and importance of keeping them clean. Do not pick the teeth with hard substance; show why. Do not crack nuts with the teeth. Give reasons.

3. Tongue.

(a) Location, (b) uses.

4. Saliva.

Lead the pupils to state the effect of chewing and discover whence the moisture comes and what it is called.

Do not chew gum; do not chew tobacco.

Teach that in chewing gum the saliva is wasted. Show why it should not be wasted.

Teach that in chewing tobacco the saliva is poisoned. Show why it should not be poisoned.

Teach the process of chewing and swallowing the food.

5. Stomach.

(a) Location, (b) use, (c) care.

Give the use of the stomach—to receive food; to soften and mix the food.

Give the name of the fluid in the stomach.

Give lessons on the care of the stomach.

(a) Time of taking food—stated times—do not eat between meals. Why?

(b) Manner of eating—eat slowly; masticate thoroughly; do not drink while eating. Why?

(c) Quantity of food—do not eat too much—stop eating before fully satisfied. Why?

(d) Condition of food—do not take food very hot nor very cold. Which is more injurious, very hot or very cold?

The food passes from the stomach into the intestines. All that part of the food that can be used to make blood is taken up by the many little vessels and carried to the heart.

OUTLINE FOR STUDY OF LIFE IN THE COLONIES IN 1763.

1.—Social and Industrial Conditions.

Population.

Implements and inventions unknown.

The printing press.

The postal service.

Trades and occupations then unknown.

Labor—the apprentice, the "indented servant," the redemptioner, the slave.

Acts of trade regulating—iron making, cloth making, hat making.

Cause of no manufactures.

The cities.

Travel.

The navigation acts.

State of agriculture.

2.—Government.

The charter colonies.

The proprietary colonies.

The royal colonies.

The colonial governors.

The lords of trade and plantation.

The king.

—From McMasters' History.

HISTORY OF SOME GEOGRAPHICAL BOUNDARIES.

BY N. J. RITTER.

1. Why is the southern boundary of Michigan not in a continued straight line with the northern boundary of Ohio?

In the year 1802, a sufficient number of people had settled in that part of the Northwestern territory, now known as the State of Ohio, to entitle them to admission into the Union; the request was granted by Congress. It made very little difficulty to settle the boundaries of the new State. The western boundary of Pennsylvania was a surveyed line, that naturally became the boundary also of Ohio. In the south they had the Ohio River as a boundary. In the north Lake Erie was a natural boundary. All that remained to be settled was a western and partly also a northern boundary. Now that partial boundary was found by drawing a straight line from the most western extremity of Lake Erie to the most southern extremity of Lake Michigan; (notice your map). The western boundary was found by starting at the Ohio River near the mouth of the Big Miami River and going northward on a line with the meridian until the line was struck which was drawn between the two lakes, Erie and Michigan. Thus the boundary of Ohio was settled and the people were satisfied.

When, in 1814, the Territory of Indiana expressed the desire to be admitted into the Union, Congress complied with the request, suggesting that the surveyed line between the two lakes, namely, between the two extremities of the two lakes, be taken for the northern boundary, and that from the point of the most southern extension of Lake Michigan a line be drawn on a line with the meridian until the Wabash River was reached. The boundaries so suggested "defrauded" the people of Indiana entirely of lake front and therefore the northern boundary was extended somewhat toward the north and the western somewhat toward the west. This gave the State of Indiana a sufficient stretch of lake front and the present town, Michigan City, situated there, proves the wisdom of the step taken by the boundary commission.

When, some years afterward, the Territory of Illinois was to be admitted into the Union, the old originally surveyed line between the two lakes, it was suggested, should be extended to the Mississippi River, and thus the northern boundary of Illinois settled. This met with the same objection as in Indiana. The people of Illinois claimed a

portion of lake front, therefore the northern boundary of Illinois was established considerably north of the original line.

2. Why does the northern peninsula of Michigan belong to the State of Michigan?

In the year 1835, the State of Ohio and the Territory of Michigan had quite a dispute over certain boundary questions. A strip of land was claimed by both. Both governors called out the militia, and war was declared between the two "great powers," but did not come to blows. Congress mediated and settled the dispute by offering Michigan the peninsula south of Lake Superior and promising the territory admission into the Union as a State. The government of the territory accepted the terms and relinquished its claim upon Ohio.

3. Give history of the triangular piece of land in north-western Pennsylvania, bordering on Lake Erie, on which the city of Erie is situated.

When the original colonies settled their boundaries they took certain parallels for boundary lines. It so happened that the northern boundary of Pennsylvania reached Lake Erie at the same point where now its western boundary reaches it. This deprived Pennsylvania entirely of lake front, and in order to acquire some, it was obliged to purchase from the colony of New York that strip of land known as the Pennsylvania triangle.

4. Why has the northern boundary of Delaware a circular form?

After Wm. Penn had obtained a grant of Pennsylvania, being desirous of owning the land on the west bank of the Delaware to the sea, he procured from the Duke of York in 1682, a release of all his title and claim to New Castle and 12 miles around it, and to the land between this tract and the sea. A line that was the arc of a circle of a twelve-mile radius was then run from New Castle as a center. When the "three lower counties on the Delaware" became a State, they retained this boundary.

5. Account for the triangular tract of land on the west shore of the Lake of the Woods, belonging to the United States.

This tract of land is a remnant, a witness, of certain historical events of interest to us as Americans. Let me first say that the sources of the Mississippi River were not known at the time when the Mississippi was made the boundary between the great French possession, called Louisiana, and our Original Thirteen States, perhaps it was supposed to rise from the Lake of the Woods. It was settled by the boundary commission, convened in Paris, that the boundary between Louisiana and the United States should be the Mississippi River, and the line should be followed till it reached a point 49 degrees and 40 minutes north latitude. It is interesting to know why the 49th degree of latitude was chosen, namely, because it is the latitude of Paris. Now, if you will please notice, this horn is exactly 40 minutes of a degree in length. That 40 minutes has never been called in question.

But another thing greatly agitated the minds of the citizens of the United States during Polk's administration. It was the boundary between the land west of the Rocky Mountains and British America. The United States had

claimed some territory north of this line, as far as Alaska, latitude 54 degrees, 40 minutes; and Great Britain had claimed the territory south of this line to the Columbia River. A large party in the United States preferred war with Great Britain to giving up the American claim; they demanded "Fifty-four, Forty, or Fight." But by a treaty both Great Britain and the United States gave up part of their claims and took a middle line as the boundary. Notice that the triangular part cut off is not approachable from the United States except by water. The little notch in the Canadian boundary is a relic of 1783.

6. Account for the notch in the boundary line separating Kentucky from Tennessee, between the Cumberland and Tennessee Rivers.

The territory now occupied by the two States, Kentucky and Tennessee, was formerly part of the States of Virginia and North Carolina. Kentucky is the daughter of Virginia; Tennessee the daughter of North Carolina. During colonial days the dividing line was shifted repeatedly, but in 1728 it was finally fixed at 36 degrees, 30 minutes north latitude. After 329 miles of this boundary, beginning at the Atlantic Coast, had been surveyed from time to time, and marked, no other step was then taken in the location of the boundary until after the beginning of the Revolution. In 1779, urged by the pressing demands from their western settlers, the legislatures of the two States, (Virginia and North Carolina) found time to appoint a commission to extend the boundary. The commissioners, Henderson and W. B. Smith, on the part of North Carolina, and Walker and Dan Smith, on the part of Virginia, met in September, 1779. They failed to find the point at which a former commission ended their line. Memoranda of agreement were entered on the books of both parties to the effect "that the point of observation was in north latitude 36 degrees, 31 minutes, 25 seconds, and in west longitude 81 degrees, 12 minutes. They ran due south one mile to a point supposed to be in latitude 36 degrees, 30 minutes to the satisfaction of all.

From this point they ran a line, which they supposed to be due west, about forty-five miles. Here a disagreement occurred, and the two surveying parties separated, running parallel lines about two miles apart, the line of the Carolina commissioners, generally known as Henderson's Line, being north of the line of the Virginia commissioners, commonly called Walker's Line. The Carolina commissioners continued their line as far as the Cumberland Mountains. At this point they abandoned the work, after sending a letter of protest against Walker's line. The Virginia commissioners continued to the Tennessee River and then, although not authorized to extend the line beyond the Tennessee River, proceeded to mark its termination on the Mississippi; but did not survey the intervening distance.

In consequence of the failure to make due allowance for the variation of the needle, Walker's Line deflected continuously to the north. Either on account of the imperfection of their astronomical instruments, or from a failure to test their work by a sufficient number of astronomical observations, the commissioners seemed not to detect, or at least did not correct, this constant northward deflection. Walker's Line first touched Tennessee near latitude 36 degrees,

34 minutes, and reached Tennessee River near latitude 36 degrees, 40 minutes, more than twelve miles too far north in a direct line, or about seventeen miles by way of the river. Henderson's Line, running two miles north of Walker's Line, was still further wrong. When subsequently the two States, Kentucky and Tennessee, were obliged to adjust the annoying disputes arising from these irregularities, it was finally agreed upon to accept Walker's Line as far as the Tennessee River, and from there to the Mississippi locate the boundary upon the latitude 36 degrees, 30 minutes. This caused the "notch." The agreement was arrived at only after several years of bickering and contention between the two States.

7. How is the boundary line between United States and Canada marked?

The northern boundary of our country is marked by cairns, iron pillars, earth mounds, and timber posts. A cairn is $7\frac{1}{2}$ by 8 feet; an earth mound 7 feet by 14 feet; an iron pillar 7 feet high; timber posts 5 feet high. There are 385 of these marks between Lake of the Woods and the base of the Rocky Mountains. The British place one British post. They are hollow iron castings, three-eighths of an inch in thickness, in the form of a truncated pyramid, 8 feet high, 8 inches square at the bottom and 4 inches at the top. They have at the top a solid pyramid cap, and at the bottom an octagonal flange one inch thick. Upon the opposite faces are cast in two inches high the following inscriptions: "Convention of London," and "October 20, 1818." The inscriptions begin about four feet six inches above the base, and read upwards. The interior of the hollow posts is filled with well-seasoned cedar posts, sawed to fit, and securely spiked through spike holes cast in the pillars for the purpose. Each pillar weighs 85 pounds. They are all set four feet in the ground, with their inscription faces to the north and south. For the wooden posts well seasoned logs are selected, and the portion above the ground painted red, to prevent swelling and shrinking. Where the line crosses lakes, mountains of stone have been built, the bases being, in some places, 18 feet under water, and the tops projecting 8 feet above the lake's surface at high water mark. In forests the line is marked by felling the timber a rod wide and clearing away the underbrush. The work of cutting through the swamps was very great, but it has been well done, and the boundary distinctly marked.

8. Locate Mason and Dixon's Line.

Mason and Dixon's Line is a line running along the boundary between Maryland and Pennsylvania. It was surveyed by Chas. Mason and Jeremiah Dixon in 1763-67. For about eighty years after 1681, there were constant dissensions between the Baltimores and the Penn family in regard to the position of the boundary line between their colonial possessions. The survey was commenced in 1760, by a party of surveyors, and completed in 1767 by Mason and Dixon. They marked out a line 244 miles in length, passing through forests, over mountain ridges, etc. At the end of every fifth mile a stone was planted, on which was engraved on one side the arms of Lord Baltimore, on the other those of the Penns. The intermediate miles were marked by smaller stones with an M on one side and a P

on the other. All the stones came from England. This line received its great notoriety from the fact that Pennsylvania and all the States north of it became free, while Maryland and all the States south of it remained slave States.—Teachers' Advance.

READING AND LANGUAGE.

PRIMARY.

Our personal experience in the school room, coupled with a somewhat careful observation beyond the limits of that experience, leads us to conclude that many authors and compilers of text-books for primary pupils err in two things particularly.

First: Exercises in reading, after the pupil has command of the printed and script forms of a few words, should be narrative in character rather than descriptive. Children love stories. They will listen attentively to a narrative which, in its composition and in the language used, may be quite beyond their years, while the language of simple description will fail utterly to awaken noticeable interest in them. Doubly true is this if the description be of that jerky detached, and in some cases abstract sort so common in some first readers.

"This is a dog," "The dog has a cap," "Can he run?" "The dog can run," is a lesson I find in a very excellent first reader. In our opinion the children who are set to work upon this lesson will derive less benefit from it and work with less interest than they would, had the new words been woven into a simple little story about the dog taking the boy's cap. If you will place the picture accompanying the lesson just quoted before a class of twelve children, ten of them will write, if they can write, if not, they will tell you a story about it that will serve the purpose of a "lesson" vastly better than the one given in the book.

The second error of the book-makers for this grade is this: Many of the lessons are made insipid—yes, flat, even for child-minds, by a jumble of words in a statement which is below the child's standard of expression. "This is a girl," "This boy is Tom," "See the fat cat!" "Ned, can you hop?" "I see a fat cat," "See the cat on the mat!" "I see the red hen," "Can I pat the fat cat?" and much more of the same class can be found in the most popular first readers in use—Readers deservedly popular, for they present many excellent features.

Now we maintain that the foregoing, and all similar statements, especially when accompanied by pictures themselves saying all and more than the statements do, are below the mental capacity of the average First-reader pupil. This talk about "red hens," "fat cats," etc., makes rather dry diet for the young mind just beginning its constructive work.

The above is clipped from an old educational journal and expresses our views exactly. It is time the first readers were revised so as to leave out this twaddle about the fat cat and the red hen, and put in sentences that say something about objects.—Ed.

Memorial Days.

THANKSGIVING DAY.

PRESIDENT'S THANKSGIVING PROCLAMATION.

Washington, Oct. 25.—The President to-day issued the following Thanksgiving proclamation:

"A national custom dear to the hearts of the people, calls for the setting apart of one day in each year as an occasion of special thanksgiving to Almighty God for the blessings of the preceding year. This honored observance acquires with time a tender significance. It enriches domestic life. It summons under the family roof the absent children to glad reunion with those they love.

"Seldom has this nation had greater cause for profound thanksgiving. No great pestilence has invaded our shores. Liberal employment waits upon labor. Abundant crops have rewarded the efforts of the husbandman. Increased comforts have come to the home. The national finances have been strengthened and public credit has been sustained and made firmer. In all branches of industry and trade there has been an unequaled degree of prosperity, while there has been a steady gain in the moral and educational growth of our national character.

"Churches and schools have flourished. American patriotism has been exalted. Those engaged in maintaining the honor of the flag with such signal success, have been, in a large degree, spared from disaster and disease. An honorable peace has been ratified with a foreign nation with which we were at war and we are now on friendly relations with every Power on earth.

"The trust which we have assumed for the benefit of the people of Cuba has been faithfully advanced. There is marked progress toward the restoration of healthy industrial conditions, and under wise sanitary regulations the island has enjoyed unusual exemption from the scourge of fever. The hurricane which swept over our new possession of Porto Rico, destroying the homes and property of the inhabitants, called for the instant sympathy of the people of the United States, who were swift to respond with generous aid to the sufferers. While the insurrection still continues in the island of Luzon, business is resuming its activity, and confidence in the good purposes of the United States is being rapidly established throughout the archipelago.

"For these reasons, and countless others, I, William McKinley, President of the United States, do hereby name Thursday, the thirtieth day of November next, as a day of general thanksgiving and prayer, to be observed as such by all our people on this Continent, and in our newly acquired islands, as well as by those who may be at sea or sojourning in foreign lands, and I advise that on this day religious exercises shall be conducted in the churches or meeting places of all denominations, in order that in the social features of the day its real significance may not be

lost sight of, but fervent prayers may be offered to the Most High for a continuance of the divine guidance without which man's efforts are vain, and for divine consolation to those whose kindred and friends have sacrificed their lives for our country.

"I recommend, also, that on this day, so far as may be found practicable, labor shall cease from its accustomed toil and charity abound toward the sick, the needy and the poor.

"In witness whereof, I have set my hand and caused the seal of the United States to be affixed.

"WILLIAM McKINLEY."

WE THANK THEE.

RALPH WALDO EMERSON.

For flowers that bloom about our feet;
For tender grass so fresh and sweet;
For song of bird and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank thee!

THE FESTIVAL MONTH.

November has come with its festival day,
The sweetest home feast of the year,
When the little ones mingle in frolic and play,
And share in the Thanksgiving cheer.

And let us remember that tale of the past,
Of the Pilgrims who gathered their band,
And offered up thanks for the corn when at last
It waved o'er the famishing land.

For hunger had wasted those strong, patient men,
Who struggled and labored in pain,
And the blessing of plenty which gladdened them then
Gave courage and hope once again.

And the fame of their bravery never decays,
While year after year rolls away,
Since the morning that ushered in prayer and in praise,
The birth of our Thanksgiving Day.

—Youth's Companion.

THANKSGIVING.

BOYS.

The ripe, rosy apples are all gathered in;
They wait for the winter in barrel and bin;
And nuts for the children, a plentiful store,
Are spread out to dry on the broad attic floor;
The great golden pumpkins that grew such a size,
Are ready to make into Thanksgiving pies;
And all the good times that the children hold dear
Have come round again with the feast of the year.

Now, what shall we do in our bright, happy homes
To welcome this time of good times as it comes?
And what do you say is the very best way
To show we are thankful on Thanksgiving Day?

GIRLS.

The best thing that hearts that are thankful can do
Is this: To make thankful some other hearts, too;
For lives that are grateful and sunny and glad,
To carry their sunshine to hearts that are sad;
For children who have all they want and to spare,
Their good things with poor little children to share;
For this will bring blessing, and this is the way
To show we are thankful on Thanksgiving Day.

Child's Paper.

RECITATION—THANKSGIVING EVE.

Hand in hand through the city streets,
As the chill November twilight fell,
Two childish figures walk up and down—
The bootblack Teddie and sister Nell.

With wistful eyes they peer in the shops,
Where dazzling lights from the windows shine
On golden products from farm and field,
And luscious fruits from every clime.

"O Teddie," said Nell, "let's play to-night
These things are ours, and let's suppose
We can choose whatever we want to eat,
It might come true, perhaps—who knows?"

Two pinched little faces press the pane,
And eagerly plan for the morrow's feast
Of dainties their lips will never touch,
Forgetting their hunger awhile, at least.

The pavement was cold for the shoeless feet,
Ted's jacket was thin; he shivered and said,
"Let's go to a place and choose some clothes."
"Agreed," said Nell, and away they sped.

To a furrier's shop, ablaze with light,
In whose fancied warmth they place their hands
And play their scanty garments are changed
For softest fur from far-off lands.

"A grand Thanksgiving we'll have," said Nell,
"These make-believe things seem almost true;
I've most forgot how hungry I was,
And, Teddie, I'm almost warm; aren't you?"

O, happy hearts, that rejoice to-day
In all the bounty the season brings,
Have pity on those who vainly strive
To be warmed and fed with imaginings?

—The Congregationalist.

Some have meat that canna eat,
And some would eat that want it;
But we hae meat and we can eat,
Sae let the Lord be thank it.

—Robt. Burns.

QUOTATIONS FOR THANKSGIVING.

"So welcome, thou Thanksgiving Day!
Roll all our selfish thoughts away,
And make us loving, kind and true,
Christ's love our guide in all we do."

He who thanks but with the lips
Thanks but in part;
The full, the true Thanksgiving
Comes from the heart. —J. A. Shedd.

We meet to-day
To thank Thee for the era done,
And trust Thee for the opening one. —Whittier.

We thank Thee, dear Father,
With hearts glad and free,
For the kind, loving parents
Given to us by Thee;
For the dear little playmates
We meet every day;
Make us kind to each other,
Dear Father, we pray. —J. R. Gregory.

THANKSGIVING.

For dear father, for dear mother,
For kind sister, loving brother,
For our strength, for our health
(Greater blessing than all wealth),
For the birds, for the flowers,
For the sun, for the showers,
For the day, for the night,
For the power to do right,
We are thankful.

PARODY—THANKSGIVING THURSDAY.

(Air: "Old Oaken Bucket.")

How dear to my heart are the scenes of Thanksgiving,
When fond recollection presents them to view!
The apples, the doughnuts, the cakes, and rich puddings;
And every loved thing which my appetite knew;
The wide-spreading platter, the cranberries by it.
The deep pumpkin pie, which a boy loves so well;
The hand of my father, the carving knife nigh it,
And e'en the roast turkey that tasted so well—
That lovely roast turkey, that tender young turkey,
That Thanksgiving turkey that tasted so well.

That overgrown turkey I hailed as a treasure;
And often, at noon, when returned from the field,
I fed him his corn with an exquisite pleasure,
The sweetest yet saddest that nature can yield.
How ardent I seized him, with hands that were glowing,
And quick to the block on the wood-pile he fell;
Then soon, with the emblem of truth overflowing,
There lay that young hopeful I'd tended so well;
That lovely roast turkey, that tender young turkey,
That Thanksgiving turkey that tasted so well.

How sweet from the depths of my plate to receive it,
As, poised on my fork, it inclined to my lips!

Not a full blushing goblet could tempt me to leave it,
 Though filled with the nectar which Jupiter sips.
 And now, far removed from the loved situation,
 The tear of regret will intrusively swell,
 As fancy reverts to my father's plantation,
 And sighs for the turkey which tasted so well;
 That lovely roast turkey, that tender young turkey,
 That Thanksgiving turkey that tasted so well.

AN ADDRESS BY A LITTLE BOY.

My dear hungry fellow citizens: Some folks are always hungry, boys especially. You can fill up a boy with medicine and work in short order, but it's another thing to fill him up with harvest apples, fritters and chicken pie. Folks that don't get hungry can't be thankful very hard. Boys can get thankful, but some of them are too selfish to be thankful. A boy that don't feel a warm spot just above his stomach and a kind of ekoky feeling in his throat, when he thinks of all the good things his folks give him, and the kind things his friends do for him, and the care God has over him, is too selfish to live in this grand country of ours. He should be sent in the ship "Selfishness" over the ocean of "Ingratitude" to the island of "Bristles" in "Hog" archipelago, and there let him live a week with a set of fellows just like himself, and if that does not cure him he'd better be hung there to scare sharks down to the ocean bed.
 —Moderator.

THE PRAYER OF THE NATION.

God give us men! A time like this demands
 Strong minds, great hearts, true faith, and ready hands.
 Men whom the lust of office does not kill;
 Men whom the spoils of office cannot buy;
 Men who possess opinions and a will;
 Men who have honor, and who will not lie;
 Men who can stand before a demagogue
 And scorn his treacherous flatteries without winking.
 Tall men, sun-crowned, who live above the fog
 In public duty and in private thinking!

J. G. Holland.

DON'T FORGET.

1. To have a pleasant word for the children in the morning.
2. To praise as well as condemn and criticize.
3. To keep you temper during the day.
4. To look neat and tidy in dress, and clean in personal appearance.
5. To keep you own desk in order.
6. To speak in a quiet and firm voice and in a moderate pitch.
7. To dismiss promptly at the close of the session.
8. To have a program of exercises for each day, and follow it, but not too slavishly.
9. To change your rules if circumstances have changed.
10. To laugh sometimes in school.
11. To be in every respect the lady and the gentleman.
12. To live before your pupils a life worthy of emulation.

—Teachers' Advance.

CRABS.

Crabs are very neat in their habits. A crab has such a dislike for dirt that if by chance one of his legs becomes soiled, he at once pulls it off. Crabs' legs grow anew in two or three weeks' time, so they do not value them as highly as other animals do. A story is told of a crab who, on starting out to find food, got some dirt on one of its legs. It pulled the member off at once, and hobbled back to its hole, to await until a new one should grow. It is said that crabs have been known to pull off all their legs in the same manner, and then laboriously drag themselves home by their nippers to wait for new legs to grow.

—Selected.

RULES FOR THE SCHOOL ROOM.

1. Prevention of the wrong doing is better than punishing the wrong done.
2. Never charge a pupil with misdemeanor on mere suspicion, never at all unless you have positive proof, an absolute demonstration, that he is the guilty one.
3. Exercise great care in taking a stand that you may have no occasion to retreat.
4. Fault-finding is not calculated to cure a fault.
5. Distrust in the teacher breeds deceit in the pupil.
6. Absolute self-control on the part of the teacher is a necessary prerequisite to proper control of the pupils.
7. Obedience won is far better and easier than obedience compelled.

WILLIAM A. MOWRY.

INDIAN NAMES.

The Indians are not named when babies, except as the children of their fathers; but when later, some childish adventure or some accident befalls them, it proves, if not the turning point, at least the naming point of their lives. A little fellow is kicked by a pony, and he is known in the future as "Kicking Horse," or "Kicked by the Horse;" a little girl pitches into a brook or a pond, and thereafter is known as "Fell-in-the-Water;" two children caught in a shower may be called "Rain-in-the-Face" and "Little Thunder," if they do not happen to be already named. "Touch-the-Clouds" was very tall; he must have found it hard, however, to wait for his name until he had made up his six feet. But the great Sioux chief "Spotted Tail", kept his childish name; he received this from his delight in a raccoon's skin and his calling the tall "spotted tail," although it was really striped. "Crazy Horse" was a tamer of intractable horses. The list could be made endless.

Sow good services; sweet remembrances will grow from them.—Mme. de Stael.

To be truly and really independent is to support ourselves by our own exertions.—Porter.

Repertee is the highest order of wit, as it bespeaks the coolest, yet quickest, exercise of genius, at a moment when the passions are roused.—Colton.

Children's Corner.

AN OLD STORY.

BY MARY FERGUSON.

Once upon a time there was a king of India who felt that he was a very great monarch indeed; but he feared that his people did not sufficiently realize his greatness, and tried to think of some way in which he could bring himself more prominently before them.

Like a great many people who live to-day, he thought there was nothing that attracted so much attention as a great noise. So, after pondering the matter for some time, he called his ministers of state together, and told them that he had an ungratified desire. They, with one voice, eagerly requested to be informed of his wish.

"I desire," he said, "that a great tambour be made; I want it so large that when struck the sound of it may be heard at a distance of ten leagues from the Palace."

The ministers felt sure that such a drum could not be made; but the King was a little hasty in his temper sometimes, and they feared to oppose him. Each man was afraid of the consequences to himself if he spoke alone, so at last they all spoke together, saying:

"Sire, such a thing is impossible."

"Why can't it be done?" cried the King, angry at once. "It must be done, if I say so. There is no such word as 'impossible' in my lexicon."

Happily for the frightened counselors, an officer of high rank in the Court, who was devoted alike to the sovereign and to the people, entered at that moment. When the matter was explained to him, he said at once: "Sire, I will undertake to construct a tambour which will be heard, not only ten leagues from the Royal Palace, but from one end of the kingdom to the other. But it will cost a very great deal."

The delighted King replied: "I will open my treasury to thee. Take all my wealth. I will give it all gladly for the tambour, which I am determined to possess."

So the King gave Kandon access to all his treasures, and awaited results.

Kandon had all the royal treasure taken to the gateway of the Palace and sold it, receiving for it a very large sum of money.

This done, he had this proclamation issued throughout the whole empire: "To-day his Majesty, good as the immortal gods, dispenses favors. Full of affection for his people, he desires to relieve the poor and suffering of his empire. Let all the unfortunate gather at the Palace gate."

The necessitous at once set forth from every corner of the empire, each person carrying an empty sack.

They filled the towns through which they passed to overflowing, and the highway was ever thronged with a moving mass of people, all hastening forward toward the Palace gates.

The thought of the riches they were to have so filled the minds of all that they could think of nothing else, save that, once in a while, a little feeling of gratitude would creep in toward the King.

This little feeling of gratitude grew stronger and deeper as the days, weeks and months went by, and life became so much easier and more comfortable to them, until at last it grew so strong that it resembled a feeling of worship for the monarch who had so relieved their burdens.

In about a year the King asked Kandon for the tambour. "It is completed, Sire."

"I have not heard the beat of the drum."

"Nay, Sire, but if your Majesty will deign to visit the interior of your kingdom you will hear the voice of the tambour. It resounds, indeed, from all parts of the world."

The King set forth and traveled over all India. Everywhere great crowds of people gathered about him, demonstrating their deep love; for Kandon had won for him a never-before-occupied throne in their hearts; and, astonished by the acclamations of joy, love and devotion, he cried, "Whence come these worshipping throngs of my people? What does it mean? I do not hear the sound of the drum, but only the glad voices and benedictions of my subjects."

"I have distributed the royal treas-

ure," responded Kandon. "This is the great tambour I promised unto my Prince. The beneficence of your Majesty is proclaimed by all the inhabitants of your empire, and your praises resound for more than a thousand leagues from the Palace."

The King recognized both the courage and the nobility of the action, and said, "Thou art a brave servitor. Henceforth thou shalt be my prime minister."—The Outlook.

THE LITTLE WORD THAT WAS LOST.

I lost a very little word,
Only the other day;
Only a very naughty word
I had not meant to say.
If only it were really lost,
I should not mind a bit;
I think I should deserve a prize
For really losing it.

For if no one could ever find
Again that little word,
So that no more from any lips
Could it be ever heard,
I'm sure we all of us should say
That it was something fine,
With such completeness to have lost
That naughty word of mine.

But then it wasn't really lost
When from my lips it flew;
My little brother picked it up,
And now he says it too.
Mamma said that the worst would be
I could not get it back;
But the worst of it now seems to me,
I'm always on its track.

Mamma is sad, Papa looks grieved;
Johnny has said it twice;
Of course, it is no use for me
To tell him it's not nice.
When you lose other things they're
lost;
But lose a naughty word,
And for every time 'twas heard before
Now twenty times 'tis heard.

If it were only really lost!
Oh, then I should be glad,
I let it fall so carelessly
The day that I got mad.
Lose other things, you never seem
To come upon their track;
But lose a naughty little word,
It's always coming back.

—Wide-Awake.

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ART AND MORALITY.—By Ferdinand Brunetiere of the French Academy. Translated by Arthur Beatty, Ph. D. One vol., 12mo., 37 pp., 35 cents. T. Y. Crowell & Co., New York and Boston.

Occasionally, when thoughtless men, led by a common impulse, worship a golden calf set up by scheming priests, a prophet comes along, and, appealing to their spirit of sanity, opens the

eyes of the multitude to the glamor which has blinded them. This is what the calm, dispassionate critic Brunetiere has done for art. He shows that meretricious forms of beauty cannot change the essence of that which is intrinsically vile and corrupt. He sets a criterion which appeals to men's sane judgment and sets men to thinking and criticising so that they may have a reason for liking or disliking the products of modern art, literary or plastic. It is a prophet's utterance, and is admirably translated and sympathetically prefaced by Dr. Beatty.

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ILLUSTRATIVE NOTES FOR 1900.

A Guide to the Study of the International Sunday-school Lessons. By Jesse Lyman Hulbert and Robert Remington Dougherty. Curtis & Jennings. Publishers, Cincinnati, O. Regular price, \$1.25. To clergymen and teachers, for cash \$1.

This volume is indispensable to the Sunday-school teacher. It contains the entire lessons for the year, bound in durable form, with original and selected comments, methods of teaching, practical applications, notes on Eastern life, in 385, octavo pages. Eighty-five pictorial illustrations. Numerous maps, charts, and black-board pictures. Many illustrations, anecdotes, masterly plans of teaching, and thorough application of difficulties. Every Sunday-school worker and Bible student should begin the new year with a copy of this valuable book.

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Forty chapters, upon as many Bible truths, each chapter written in a manner that will especially interest the children. In connection with each lesson is a delightful-illustrative story, together with a "Memory Gem" and an "Occupation," in which the children are given something to do that will help impress the truths that have been taught. There is a wealth of information, and suggestion about this book that will delight all who have anything to do with the training of children. It is equally adapted to Junior workers, primary teachers, or for use in the home.

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A Parable.

The writing-desk lay open. Its owner had been called away in the act of beginning an important letter. On it were laid a sheet of note paper and an envelope, beside it stood the ink-bottle, and close by lay a pen, the blotting-paper, and the pen-wiper.

The silence of the room was broken by a low rustling sound. It was the Note-paper speaking to his companions.

"You needn't look so consequential," it said scornfully; "it is on me the letter will be written."

"Yes," said the Pen, "but you forget it is I who write it."

"And you forget," said the Ink, "that you couldn't write without me." "You needn't boast," said the Ink-bottle, "for where would you be only that I hold you safe?"

"It is ridiculous of you all to be so conceited," interposed the Blotting paper. "Only for me what a mess you would all be in."

"And may I ask," said the Envelope, "where would be the use of any of you if I did not cover the letter, bear the direction, and take it safely where it is to go?"

"But it is I who write the direction on you," snapped the Pen.

"And I! And I!" screamed they all.

"Dear sirs, please stop quarreling," gently said the little Pen-wiper, who had not spoken yet.

"What have you to say," asked the Pen, contemptuously. "You are nothing but a door-mat;" and he laughed at his own wit.

"Even if I am only a door-mat," said the Pen-wiper humbly, "only for me you would be so rough with dried ink you couldn't be used. And that is all any of us are good for—just to be used. We might all stay here for the rest of our lives, and not all of us put together could write that letter. It is only the hand of our Master can do that. We must be content to be used, each for what we are good for."

"I believe he's right," said the Envelope and Note-paper together.

"Yes," said the Ink. "It was foolish of us to forget that we can do nothing unless we are used and we each owe something to the other."

"True enough," murmured the Ink-bottle, "for what use would I be if you were not in me."

"Yes, to be sure," said the Blotting paper, "we ought to have thought of that."

"Indeed, yes; and I'm sure I beg your pardon, Mr. Pen-wiper, for calling you a door-mat. We must work together to be of use," said the Pen, in a very humble voice.

"Please don't mention it," said the little Pen-wiper, blushing a deeper crimson, "but I do think we would all be happier if we would just do our own part of the work, the best way we can, without being jealous, or trying to make little of each other."

As he spoke, their owner re-entered the room, and silence fell. The Pen was taken up, dipped in the Ink, and passed to and fro on the Note-paper; the Blotting-paper pressed on it; the letter placed in the Envelope; the address written; the Pen wiped on the Pen-wiper.

"We have each done our part," murmured the Ink, after the letter had been carried away.

"Yes," said the Pen, "and without our Master we could have done nothing at all."—The British Messenger.

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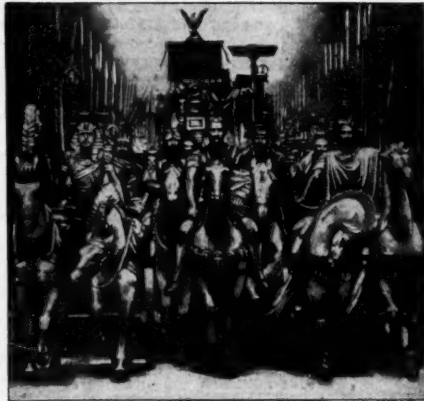
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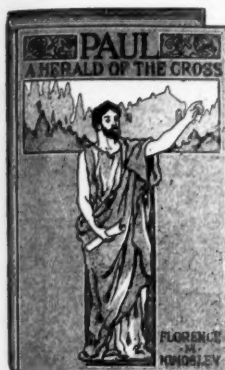
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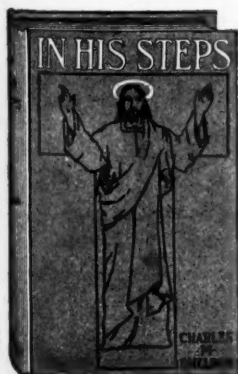
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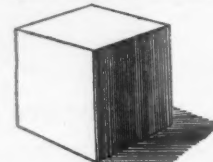
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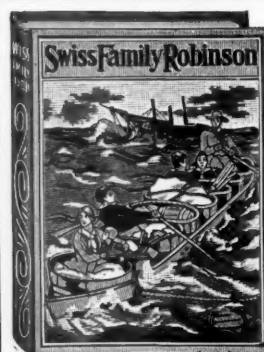
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